



Indiana Academic Standards And Resource Guide Psychology

Standards Approved March 2014

Indiana Department of Education
College and Career Readiness

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What are standards?

Standards outline *what students need to know, understand, and be able to do.*

Academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in kindergarten and progressing through grade twelve. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Indiana's accredited schools. **The academic standards are *NOT* a curriculum;** therefore, identifying the sequence of instruction in each grade—what will be taught and how long—requires concerted effort and attention at the district/school level. Academic standards do not prescribe any particular curriculum. Curriculum tools are selected at the district/school level and adopted through the local school board. No student, by virtue of poverty, age, race, gender, cultural or ethnic background, disabilities, or family situation will ultimately be exempt from learning the required academic standards, although it is acknowledged that individual students may learn in different ways and at different rates. Academic standards focus on what students will need to learn in order to be college and career ready and to be competitive in the job market.

PSYCHOLOGY

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas. History & Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function; including sensation, perception, motivation and emotion. Development looks at all the changes throughout one's life: physical, cognitive, as well as emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment looks at the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

At the high school level, Indiana's academic standards for social studies provide standards for specific courses that focus on one of the five content areas that make up the core of the social studies curriculum: history, government, geography, economics, and Individuals, Society and Culture (psychology, sociology and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the subject matter. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

- DOE Code: 1532 (PSYCH)
- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 1 or 2 semester course. 1 credit per semester.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CONTENT STANDARDS

Standard 1 — History & Scientific Method

Students discuss the history of psychology and its development as an empirical science by understanding the scientific method, explaining research strategies and identifying ethical issues.

Standard 2 — Biological Bases of Behavior

Students investigate the structure, biochemistry and circuitry of the brain and the nervous system to understand their roles in affecting behavior.

Standard 3 — Development

Students understand the process of how humans grow, learn and adapt to their environment from conception to death.

Standard 4 — Cognition

Students understand how organisms adapt to their environment through learning, information processing and memory development.

Standard 5 — Personality, Assessment, and Stress

Students recognize that personality is the distinctive and relatively stable pattern of behaviors, thoughts, motives and emotions. Students also identify the different types and functions of assessment instruments.

Standard 6 — Abnormal Psychology

Students explore the common characteristics of abnormal behavior as well as the influence culture has had on that definition. Students also identify major theories and categories of abnormal behavior. Students discuss characteristics of effective treatment and prevention of abnormal behaviors.

Standard 7 — Socio-Cultural Dimensions of Behavior

Students discuss the socio-cultural dimensions of behavior including topics such as conformity, obedience, perception, attitudes and the influence of the group on the individual.

Standard 8 — Psychological Thinking

Students explore how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

Standard 1: History & Scientific Method

Students discuss the history of psychology and its development as an empirical science by understanding the scientific method, explaining research strategies and identifying ethical issues.

- P.1.1** Define psychology as a discipline and identify its goals as a science.
- P.1.2** Explain the reasons and approaches for studying the methodology of psychology; past and present.
- P.1.3** Describe the differences between descriptive and experimental research methods.
- P.1.4** Explain the interaction among independent and dependent variables as well as the difference between experimental and control groups.
- P.1.5** Distinguish between scientific and nonscientific research.
- P.1.6** Describe the key concepts of the ethical guidelines applied by the American Psychological Association regarding the use of human and non-human animal subjects.
- P.1.7** Describe the differences between quantitative and qualitative research strategies.
- P.1.8** Define correlation coefficients and explain their appropriate interpretation.
- P.1.9** Analyze human behavior from modern day perspectives in psychology.

Standard 2: Biological Bases of Behavior

Students investigate the structure, biochemistry and circuitry of the brain and the nervous system to understand their roles in affecting behavior.

- P.2.1** Describe the structure and function of the major regions of the brain; specifically the forebrain, hindbrain, midbrain, and the four lobes.
- P.2.2** Compare and contrast between the left and right hemispheres of the brain and identify how vision, motor, language and other functions are regulated by each hemisphere.
- P.2.3** Describe the structure and function of the neuron and describe the basic process of neural transmission.
- P.2.4** Compare and contrast the methods for studying the brain.
- P.2.5** Identify the major divisions and subdivisions of the nervous system and describe how they function.
- P.2.6** Analyze the structure and function of the endocrine system and its effect on human behavior.
- P.2.7** Compare and contrast the effect of neurotransmitters on human behavior.

Standard 3: Development

Students understand the process of how humans grow, learn and adapt to their environment from conception to death.

- P.3.1** Explain the role of prenatal and post-natal development on human development.
- P.3.2** Explain the physical, motor, and perceptual development of infants.
- P.3.3** Understand the physical, motor and cognitive development of children.
- P.3.4** Describe the physical, cognitive, and moral changes that occur during adolescence.
- P.3.5** Understand the major physical, cognitive, and social issues that accompany adulthood and aging.
- P.3.6** Explain how nature and nurture influence human development.
- P.3.7** Describe the theories of various developmental psychologists.

Standard 4: Cognition

Students understand how organisms adapt to their environment through learning, information processing and memory.

- P.4.1** Explain the process of learning, including principles of operant, classical, and observational
- P.4.2** Differentiate between learning, reflexes, and fixed-action patterns
- P.4.3** Explain the concept of learned helplessness.
- P.4.4** Describe the processes of memory, including encoding, storage, and retrieval.
- P.4.5** Differentiate between the three different stages of memory, including sensory, short-term, and long-term.
- P.4.6** Identify the factors that interfere with memory.
- P.4.7** Discuss various strategies that can be used to improve memory.
- P.4.8** Compare and contrast between explicit and implicit memory.
- P.4.9** Discuss the obstacles and strategies involved in problem solving.
- P.4.10** Identify key psychologists in the fields of learning and cognition and explain the impact of their contributions.
- P.4.11** Describe language development in humans.

Standard 5: Personality, Assessment and Stress

Students recognize that personality is the distinctive and relatively stable pattern of behaviors, thoughts, motives and emotions. Students also identify the different types and functions of assessment instruments.

- P.5.1** Identify the major psychologists involved in the study of personality and describe the main characteristics of their theories.
- P.5.2** Distinguish between objective and projective techniques of personality assessment and give examples of each.
- P.5.3** Distinguish between stress and distress.
- P.5.4** Identify environmental factors that lead to stress.
- P.5.5** Explain Hans Selye's General Adaptation Syndrome (GAS).
- P.5.6** Evaluate the influences of variables, such as culture, family and genetics, on personality development and identify the psychologists associated with each.

Standard 6: Abnormal Psychology

Students explore the common characteristics of abnormal behavior as well as the influence culture has had on that definition. Students also identify major theories and categories of abnormal behavior. Students discuss characteristics of effective treatment and prevention of abnormal behaviors.

- P.6.1** Describe the common characteristics of abnormal behavior.
- P.6.2** Explain how both cultural and historical influences have affected the definition of abnormal behavior.
- P.6.3** Identify and describe the theories of abnormality.
- P.6.4** Discuss major categories of abnormal behavior and distinguish which disorders fit under which categories – *DSM-IV/DSM-V*
- P.6.5** Describe availability and appropriateness of various modes of treatment and prevention for people with psychological disorders.

Standard 7: Socio-Cultural Dimensions of Behavior

Students discuss the socio-cultural dimensions of behavior including topics such as conformity, obedience, perception, attitudes and the influence of the group on the individual.

- P.7.1** Understand and identify social norms and how they differ across cultures.
- P.7.2** Explain how perceptions and attitudes develop, including attribution theory, fundamental attribution error, Actor- observer bias, self-serving bias, central vs. peripheral route of persuasion, and cognitive dissonance.
- P.7.3** Analyze the studies that lead to current understandings of conformity, obedience, nonconformity, and compliance.
- P.7.4** Explain the concepts of groupthink and group polarization.
- P.7.5** Discuss the various types of conflict and the processes involved in conflict resolution.
- P.7.6** Explain how stereotypes, prejudice, and discrimination influence behavior.

Standard 8: Psychological Thinking

Students explore how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

- P.8.1** Understand the six steps involved in critical thinking; knowledge, comprehension, application, analysis, synthesis, and evaluation
- P.8.2** Locate and analyze primary sources of landmark experiments in psychology and other counter arguments.
- P.8.3** Construct a testable hypothesis and apply the principles of research design to an appropriate experiment.



**Indiana Academic Standards
Content Area Literacy: History/Social Studies**

Guiding Principle: *Students develop discipline-specific reading and writing skills. Within the areas of History/Social Studies, students apply these skills in order to develop a deeper understanding of the content area.*

There are six key areas found in the Literacy in History/Social Studies section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Literacy in History/Social Studies.

Note that the standards in this section are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6-12 (e.g., History/Social Studies teachers, Science teachers, Career and Technical Education teachers, etc.) on expectations for integrating reading and writing skills into their classrooms.

In Literacy in History/Social Studies, students are expected to do the following:

LEARNING OUTCOMES	LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES		
	Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences		
	GRADES 6-8	GRADES 9-10	GRADES 11-12
	6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.	9-10.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
KEY IDEAS AND TEXTUAL	6-8.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	11-12.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.
	LH.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)		
	Extract and construct meaning from history/social studies texts using a variety of comprehension skills		
	GRADES 6-8	GRADES 9-10	GRADES 11-12
	6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.	9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	11-12.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
	6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	9-10.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

	6-8.LH.2.3: Identify key steps in a text’s description of a process related to history/social studies (e.g., <i>how a bill becomes a law, how interest rates are raised or lowered</i>).	9-10.LH.2.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	11-12.LH.2.3: Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
STRUCTURAL ELEMENTS AND ORGANIZATION	LH.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING) Build understanding of history/social studies texts, using knowledge of structural organization and author’s purpose and message		
	GRADES 6-8	GRADES 9-10	GRADES 11-12
	6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	11-12.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., <i>how Madison defines faction in Federalist No. 10</i>).
	6-8.LH.3.2: Describe how a text presents information (e.g., <i>sequentially, comparatively, causally</i>).	9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	11-12.LH.3.2: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
	6-8.LH.3.3: Identify aspects of a text that reveal an author’s perspective or purpose (e.g., <i>loaded language, inclusion or avoidance of particular facts</i>).	9-10.LH.3.3: Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	11-12.LH.3.3: Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
SYNTHESIS AND CONNECTION OF IDEAS	LH.4: SYNTHESIS AND CONNECTION OF IDEAS (READING) Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims		
	GRADES 6-8	GRADES 9-10	GRADES 11-12
	6-8.LH.4.1: Integrate visual information (e.g., <i>charts, graphs, photographs, videos, or maps</i>) with other information in print and digital texts.	9-10.LH.4.1: Integrate quantitative or technical analysis (e.g., <i>charts, research data</i>) with qualitative analysis in print or digital text.	11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., <i>visually, quantitatively, as well as in words</i>) in order to address a question or solve a problem.
	6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.	9-10.LH.4.2: Assess the extent to which the reasoning and evidence in a text support the author’s claims.	11-12.LH.4.2: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
	6-8.LH.4.3: Compare and contrast treatments of the same topic in a primary and secondary source.	9-10.LH.4.3: Analyze the relationships among primary and secondary sources on the same topic.	11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WRITING GENRES	LH.5: WRITING GENRES (WRITING)		
	Write for different purposes and to specific audiences or people		
	GRADES 6-8	GRADES 9-10	GRADES 11-12
	6-8.LH.5.1: Write arguments focused on discipline-specific content.	9-10.LH.5.1: Write arguments focused on discipline-specific content.	11-12.LH.5.1: Write arguments focused on discipline-specific content.
THE WRITING PROCESS	6-8.LH.5.2: Write informative texts, including analyses of historical events.	9-10.LH.5.2: Write informative texts, including analyses of historical events.	11-12.LH.5.2: Write informative texts, including analyses of historical events.
	LH.6: THE WRITING PROCESS (WRITING)		
	Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others		
	GRADES 6-8	GRADES 9-10	GRADES 11-12
THE RESEARCH PROCESS	6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.	11-12.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
	6-8.LH.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	11-12.LH.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	LH.7: THE RESEARCH PROCESS (WRITING)		
	Build knowledge about the research process and the topic under study by conducting short or more sustained research		
THE RESEARCH PROCESS	GRADES 6-8	GRADES 9-10	GRADES 11-12
	6-8.LH.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	11-12.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

	6-8.LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., <i>APA or Chicago</i>).	9-10.LH.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., <i>APA or Chicago</i>).	11-12.LH.7.2: Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (e.g., <i>APA or Chicago</i>).
	6-8.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.	9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.	11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.

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APPENDIX A TEACHER RESOURCE GUIDE -- Psychology

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This Teacher Resource Guide has been developed to provide supporting materials to help educators successfully implement the social studies standards. These resources are provided to help you in your work to ensure all students meet the rigorous learning expectations set by the Academic Standards. Use of these resources is optional – teachers should decide which resource will work best in their school for their students.

This resource document is a living document and will be frequently updated. Please send any suggested links and report broken links to:

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The links compiled and posted in this Resource Guide have been provided by the Department of Education and other sources. The DOE has not attempted to evaluate any posted materials. They are offered as samples for your reference only and are not intended to represent the best or only approach to any particular issue. The DOE does not control or guarantee the accuracy, relevance, timeliness, or completeness of information contained on a linked website; does not endorse the views expressed or services offered by the sponsor of a linked website; and cannot authorize the use of copyrighted materials contained in linked websites. Users must request such authorization from the sponsor of the linked website.

Useful Links That Relate to ALL Topics

The following websites have compiled useful lists of links and resources related to multiple topics in psychology:

- <http://www.apa.org/index.aspx> American Psychological Association - By doing a search for the topic you are interested in, you can find a variety of research articles and lesson ideas. Some resources are only available to teacher affiliates of APA.
- <http://teachpsych.org/> The Society for the Teaching of Psychology (STP) has numerous teacher resources in all areas of Psychology
- <http://www.apa.org/ed/precollege/topss/index.aspx> Teachers of Psychology in Secondary Schools has a variety of teacher resources. A membership may also be required, but the resources are well worth the annual fee.
- <http://www.cwu.edu/~warren/today.html> Today in the History of Psychology allows you to search for key events in psychology that happened over the years. Great for bell-ringer activities.
- <http://www.psychologicalscience.org/> The Association for Psychological Science has links to recent research and recent stories of psychology in the news
- <http://www.learner.org/> "The Mind," "The Brain," and "Discovering Psychology" have 20- to 60-minute long documentaries on all topics in the Psychology curriculum.
- <http://psych.athabascau.ca/html/aupr/demos.shtml> The Center for Psychological Resources contains class demonstrations on various topics in psychology
- <http://www.appsychology.com/> The AP Psychology Community is a retro-style website that offers various activities to entertain and educate Psychology students.
- <http://psych.hanover.edu/aps/teaching.html> Hanover has excellent resources for teaching all areas of Psychology organized by topic
- <http://www.psychology.org/links/Resources/Teaching/> Encyclopedia of Psychology
- <http://teachpsych.org/otrp/resources/index.php> Society for the Teaching of Psychology
- <http://clipsforclass.com/> Clips for Class – videos
- <http://www.ted.com/topics/psychology> TED: Talks Psychology – videos
- <http://www.pbs.org/topics/science-nature/psychology/> PBS: Psychology and The Mind
- <http://www.apa.org/news/press/video/this-is-psychology/past-episodes.aspx> APA: This is Psychology – videos
- <https://www.apa.org/ed/precollege/topss/videos-teachers.aspx> APA: Additional Videos for HS Psychology Teachers

Useful Links - continued

- <http://freevidelectures.com/Subject/Psychology> FreeVideoLectures
- <http://www.learnerstv.com/Free-Psychology-video-lecture-courses.htm> LearnersTV: Psychology Videos
- <http://news.discovery.com/human/videos/psychology-videos.htm> DNews Psychology Videos (Discovery)
- <http://psychology.about.com/od/psychology101/tp/videos-about-psychology-theories.htm> About.com Videos about Psychology Theories
- <http://www.learner.org/resources/series138.html> Annenberg Learner: Discovering Psychology
- <http://psychcentral.com/blog/archives/2008/07/14/top-ten-psychology-videos/> World of Psychology: Top Ten Psychology Videos
- <http://www.apa.org/index.aspx> American Psychological Association - By doing a search for the topic you are interested in, you can find a variety of research articles and lesson ideas. Some resources are only available to teacher affiliates of APA.
- <http://teachpsych.org/> The Society for the Teaching of Psychology (STP) has numerous teacher resources in all areas of Psychology
- <http://www.apa.org/ed/precollege/topss/index.aspx> Teachers of Psychology in Secondary Schools has a variety of teacher resources. A membership may also be required, but the resources are well worth the annual fee.
- <http://www.cwu.edu/~warren/today.html> Today in the History of Psychology allows you to search for key events in psychology that happened over the years. Great for bell-ringer activities.
- <http://www.psychologicalscience.org/> The Association for Psychological Science has links to recent research and recent stories of psychology in the news
- <http://www.learner.org/> "The Mind," "The Brain," and "Discovering Psychology" have 20- to 60-minute long documentaries on all topics in the Psychology curriculum.
- <http://psych.athabasca.ca/html/aupr/demos.shtml> The Center for Psychological Resources contains class demonstrations on various topics in psychology
- <http://www.appsychology.com/> The AP Psychology Community is a retro-style website that offers various activities to entertain and educate Psychology students.
- <http://psych.hanover.edu/aps/teaching.html> Hanover has excellent resources for teaching all areas of Psychology organized by topic
- <http://psychology.about.com/od/historyofpsychology/ig/Pictures-of-Psychologists/>
- Pictures of Famous Psychologists
- http://psychology.about.com/library/quiz/bl_psychologist_quiz.htm Who Am I? Famous Psychologist Quiz
- <http://www.all-about-psychology.com/> All-about-psychology.com – excellent resources
- <http://www.psychology.org/links/Resources/Teaching/> Encyclopedia of Psychology _
- <http://www.loc.gov/teachers/additionalresources/relatedresources/ss/psych.html> Library of Congress /Psychology
- <http://topdocumentaryfilms.com/category/psychology/> Top Documentary Films: Psychology
- http://www.sciencedaily.com/news/mind_brain/psychology/ ScienceDaily: Psychology News
- <https://itunes.apple.com/us/itunes-u/psyc-200-child-developmental/id402296438?mt=10> iTunes: Developmental Psychology – Videos – Free
- <http://cnx.org/content/m19526/latest/> OpenStax: Free Online Psychology Videos
- <http://www.learnoutloud.com/Free-Audio-Video/Social-Sciences/Psychology> Learn Out Loud: Psychology Videos
- <http://www.psychotube.net/category/introduction-to-psychology/> Psychology Videos
- <http://list25.com/25-intriguing-psychology-experiments/> List 25: 25 Mind Blowing Psychology Experiments
- <http://mentalfloss.com/article/52787/10-famous-psychological-experiments-could-never-happen-today> Mental_Floss: 10 Famous Psychological Experiments That Could Never Happen Today

Live Binders

- <http://www.livebinders.com/play/play?id=333935> Psychology Live Binder
- <http://www.livebinders.com/play/play?id=502056> AP Psychology
- <http://www.livebinders.com/play/play?id=39804> AP Psychology Live Binder
- <http://www.livebinders.com/play/play?id=517982> IB Psychology
- <http://www.livebinders.com/play/play?id=128285> AP Psychology

STANDARD SPECIFIC LINKS

Standard 1 – History and Scientific Method

- <http://www.teachpsychscience.org/about.asp>
Useful activities for teaching psychology research methods
- <http://www.learner.org/series/discoveringpsychology/history/>
An interactive timeline of important developments in the history of psychology.
- <http://www.cengagesites.com/academic/?site=4626§ion=1>
Great Ideas for Teaching Psychology-Methods Domain
- <http://psychology.about.com/od/historyofpsychology/tp/ten-influential-psychologists.htm> 10
Most Influential Psychologists
- <http://education-portal.com/academy/topic/history-and-approaches.html>
Education Portal: History and Approaches – videos
- <http://www.simplypsychology.org/perspective.html>
Simply Psychology: Psychology Perspectives
- <http://www.simplypsychology.org/psychologists.html>
Simply Psychology: Famous Psychologists
- <http://psychology.about.com/od/psychology101/a/perspectives.htm>
About.com: Perspectives in Modern Psychology
- <http://psychcentral.com/encyclopedia/2008/correlation-coefficient/>
PsychCentral: Correlation Coefficient
- <http://education-portal.com/academy/lesson/interpreting-the-correlation-coefficient.html#lesson>
Education Portal: Interpreting the Correlation Coefficient
- <http://education-portal.com/academy/lesson/an-overview-of-qualitative-research.html#lesson>
Education Portal: An Overview of Qualitative Research – video
- <http://education-portal.com/academy/lesson/quantitative-vs-qualitative-research.html#lesson>
Education Portal: Quantitative vs. Qualitative Research – video
- <http://education-portal.com/academy/lesson/what-is-qualitative-research-definition-sources-examples.html#lesson>
Education Portal: What is Qualitative Research? – video
- <http://education-portal.com/academy/lesson/nonscientific-and-scientific-research-definitions-and-differences.html#lesson>
Education Portal: Nonscientific and Scientific Research: Definitions and Differences – video
- <http://www.maxcondition.com/page.php?126>
MAXCONDITION: Scientific and Nonscientific Approaches to Knowledge
- <http://www.simplypsychology.org/variables.html>
Simply Psychology: Independent, Dependent and Extraneous Variables
- <http://www.sparknotes.com/psychology/psych101/majorfigures/characters.html>
Spark Notes: Psychology Major Figures

Standard 2 – Biological Bases of Behavior

- [The Dana Foundation](#)
This site offers numerous links and information about cutting-edge neuroscience research. This site is great for anyone interested in knowing current knowledge of the brain and nervous systems.
- <https://faculty.washington.edu/chudler/ehceduc.html>
The Neuroscience for Kids program has many engaging activities for teaching about the brain.
- <http://www.brainfacts.org/>
Recent research articles on the brain and nervous system
- <http://www.cengagesites.com/academic/?site=4626§ion=2>
Great Ideas for Teaching Psychology – Biopsychological Domain
- <http://education-portal.com/academy/topic/biological-bases-of-behavior.html>
Education Portal: Biological Bases of Behavior – videos
- <http://psychology.about.com/od/psychology101/u/psychology-basics.htm>
Psychology Basics at About.com
- [https://www.youtube.com/watch?v= XOKtZhv9Rw](https://www.youtube.com/watch?v=XOKtZhv9Rw)
YouTube “Biological Bases of Behavior – Brain”
- <http://www.google.com/#q=biological+bases+of+behavior+in+psychology&safe=active&url=1>
Biological Bases of Behavior pdf
- <http://cwx.prenhall.com/bookbind/pubbooks/morris2/chapter2/custom1/deluxe-content.html>
The Biological Bases of Behavior/Chapter Review
- <http://schatz.sju.edu/neuro/Bio.html>
The Biological Bases of Behavior
- <http://public.wsu.edu/~taflinge/biology.html>
The Biological Basis of Human Behavior
- <http://www.biopsychology.com/6e/>
Biological Psychology
- <http://www.google.com/#q=biological+bases+of+behavior+in+psychology&safe=active&start=10&url=1>
Biological Foundations of Behavior – pdf
- <http://www.slideshare.net/urmybabylove/biological-bases-of-human-behavior>
Biological Bases of Human Behavior – slideshare

Standard 3 – Development

- <http://www.devpsy.org/>
Multiple lesson plans to enhance instruction of human growth and development
- <http://www.discoveryeducation.com/teachers/free-lesson-plans/human-development.cfm>
Project for learning about Erik Erikson’s theory of development
- <http://www.cteonline.org/portal/default/Curriculum/Viewer/Curriculum?action=2&view=viewer&cmobjid=259915>
Lesson for learning about Piaget’s theory of development
- <http://www.cengagesites.com/academic/?site=4626§ion=3>
Great Ideas for Teaching Psychology – Developmental Domain
- <http://education-portal.com/academy/topic/developmental-psychology.html>
Education Portal: Developmental Psychology – videos
- <http://www.apa.org/pubs/journals/dev/>
APA: Developmental Psychology
- <http://psychology.about.com/od/developmentalpsychology/>
About.com Developmental Psychology

- <http://www.simplypsychology.org/developmental-psychology.html>
Simply Psychology: Developmental Psychology
- http://www.frontiersin.org/developmental_psychology
Frontiers All Journals - Developmental Psychology
- <http://www.socialpsychology.org/develop.htm>
Social Psychology Network: Developmental Psychology Links by Subtopic
- <http://www.devpsy.org/>
Developmental psychology.org

Standard 4 – Cognition

- <http://www.apa.org/ed/precollege/topss/lessons/memory.pdf>
5-day lesson plan for teaching Memory – Developed by the American Psychological Association
- <http://psychology.about.com/u/sty/academicresources/psychology-lesson-plans/Decision-Making-Lesson-Plan.htm>
Lesson plan on problem solving/decision making
- <http://www.cengagesites.com/academic/?site=4626§ion=4>
Great Ideas for Teaching Psychology – Cognitive Domain
- <http://education-portal.com/academy/topic/cognition.html>
Educational Portal: Cognition - videos
- <http://education-portal.com/academy/topic/learning.html>
Education Portal: Learning - videos
- <http://psychology.about.com/od/cognitivepsychology/f/cogpsych.htm>
About.com - What is Cognitive Psychology?
- http://www.princeton.edu/~achaney/tmve/wiki100k/docs/Cognitive_psychology.html
Cognitive Psychology
- <http://www.psychologytoday.com/basics/cognition>
Psychology Today: Understanding Cognition and Learning Articles
- http://www.cengage.com/psychology/discipline_content/clipsforclass/behavior.html
Clips for Class: Behavior
- <http://www.simplypsychology.org/cognitive.html>
Simply Psychology: Cognitive Psychology
- <http://www.frontiersin.org/cognition>
Frontiers: Cognition
- <http://psychology.about.com/od/behavioralpsychology/a/classcond.htm>
About.com: Intro to Classical Conditioning
- <http://psychology.about.com/od/behavioralpsychology/a/classical-vs-operant-conditioning.htm>
About.com: Classical vs. Operant Conditioning
- <http://allpsych.com/psychology101/conditioning.html>
AllPsych ONLINE: Classical and Operant Conditioning

Standard 5 – Personality, Assessment, and Stress

- http://alex.state.al.us/lesson_view.php?id=5200
Lesson plan to teach personality using a modified Myers-Briggs personality inventory
- <http://www.uen.org/Lessonplan/preview.cgi?LPid=208>
Fun activities for considering the development of personality
- <http://www.tes.co.uk/taxonomysearchresults.aspx?parametrics=49440,51569,51699&mode=browse>
Multiple exercises related to stress and stress management videos
- <http://education-portal.com/academy/topic/psychological-treatments.html>
Education Portal: Psychological Treatments – videos
- <http://education-portal.com/academy/topic/statistics-tests-and-measurement.html>
Education Portal: Statistics, Tests and Measurements – videos
- <http://www.sparknotes.com/psychology/psych101/personality/section4.rhtml>
Spark Notes: Personality/Humanistic Theories
- <http://www.sparknotes.com/psychology/psych101/personality/section2.rhtml>
Spark Notes: Personality/Psychodynamic Theories
- <http://www.sparknotes.com/psychology/psych101/personality/section3.rhtml>
Spark Notes: Personality/Behaviorist Theories
- <http://www.sparknotes.com/psychology/psych101/personality/section5.rhtml>
Spark Notes: Personality/Biological Approaches
- <http://www.essenceofstressrelief.com/general-adaptation-syndrome.html>
Hans Selye's General Adaptation Syndrome
- <http://www.stress.org/about/hans-selye-birth-of-stress/>
AIS: Hans Selye: Birth of Stress
- <http://www.google.com/#q=environmental+factors+that+lead+to+stress+&safe=active&surl=1>
Environmental Stress – pdf
- <http://www.apapracticecentral.org/ce/self-care/colleague-assist.aspx>
APA: The Stress-Distress- Impairment Continuum for Psychologists
- <http://www.psychologytoday.com/blog/thinking-about-kids/201001/stressors-stress-and-distress>
Psychology Today: Stressors, Stress, and Distress
- <http://voices.yahoo.com/projective-versus-objective-personality-tests-3213435.html?cat=72>
Yahoo Voices: Projective Versus Objective Personality Tests
- <http://www.sparknotes.com/psychology/psych101/personality/section7.rhtml>
Spark Notes: Assessing Personality

Standard 6 – Abnormal Psychology

- <https://www.learner.org/resources/series60.html>
Abnormal Psychology documentary on psychological disorders
- <http://www.users.miamioh.edu/shorec/685/Teaching%20resources%20685%20projects/ActivitiesforAbnormalPsych.htm>
lesson ideas for teaching about abnormal psychology
- <http://users.rider.edu/~suler/inclassex.html#abnormality>
Class exercises for learning about disorders
- <http://education-portal.com/academy/topic/psychological-disorders-and-health.html>
Psychological Disorders and Health (Abnormal Psychology) – videos
- <http://ww.learner.org/resources/series60.html>
The World of Abnormal Psychology
- <http://www.simplypsychology.org/abnormal-psychology.html>
Simply Psychology: Abnormal Psychology

Standard 6 - continued

- <http://www.cliffsnotes.com/sciences/psychology/psychology/abnormal-psychology/perspectives-on-abnormal-behavior>
Cliffs Notes: Perspective in Abnormal Psychology
- <https://itunes.apple.com/us/itunes-u/abnormal-psychology/id381540651?mt=10>
iTunes: Abnormal Psychology – free videos
- <http://www.psychologytoday.com/blog/your-personal-renaissance/201307/what-is-abnormal-psychology>
Psychology Today: Abnormal Psychology
- <http://abnormalbehavioranddepression.weebly.com/characteristics-of-abnormal-behavior.html>
Characteristics of Abnormal Behavior
- <https://www.inkling.com/read/the-science-of-psychology-laura-king-2nd/chapter-15/defining-and-explaining>
Discovering and Explaining Abnormal Behavior
- http://www.csun.edu/~hcpsy002/Nevid_ch03.pdf
classification and assessment of abnormal behavior – pdf
- http://iws2.collin.edu/lipscomb/16_week_course/Abnormal_Psych_Class_Notes.htm
abnormal behavior and personality disorders
- http://highered.mcgraw-hill.com/sites/dl/free/0078035279/967978/whi35279_ch01.pdf
understanding abnormal behavior – pdf
- http://assets.pearsonglobalschools.com/asset_mgr/current/201214/PsychologyChapter5.pdf
What is abnormal behavior – pdf
- http://www.uk.sagepub.com/upm-data/61003_ramsden_ch1.pdf
Defining Abnormal Behavior – pdf
- <http://sparkcharts.sparknotes.com/psychology/abnormalpsychology/section2.php>
Spark Notes: Theories of Abnormal Behavior
- <http://psychology.about.com/od/psychotherapy/tp/list-of-psychological-disorders.htm>
About.com: List of psychological disorder
- [http://www.sagepub.com/upm-data/58622_Chapter_7_Pomerantz_\(Clinical\)_I_Proof_\(Low_Res\)_4.pdf](http://www.sagepub.com/upm-data/58622_Chapter_7_Pomerantz_(Clinical)_I_Proof_(Low_Res)_4.pdf)
classifications of abnormal behavior
- <http://psychcentral.com/disorders/>
Psych Central: Mental Disorders and their Treatments
- <http://www3.niu.edu/acad/psych/Millis/History/mainsheet.htm>
History of Abnormal Behavior <http://www3.niu.edu/acad/psych/Millis/History/mainsheet.htm>

Standard 7 – Socio-Cultural Dimensions of Behavior

- <https://www.socialpsychology.org/teaching.htm>
Has multiple pages of teaching resources related to Social Psychology
- <http://jfmuellet.faculty.noctrl.edu/crow/>
Activities for learning about Social Psychology topics.
- <http://www.cengagesites.com/academic/?site=4626§ion=5>
Great Ideas for Teaching Psychology – Behavior Domain
- <http://www.socialpsychology.org/history.htm>
Links on the History of Psychology and Historical figures in Social Psychology
- <http://jfmuellet.faculty.noctrl.edu/crow/>
Activities for learning about Social Psychology topics.
- <http://education-portal.com/academy/topic/social-psychology.html>
Education Portal: Social Psychology – videos
- <http://www.simplypsychology.org/social-psychology.html>
Simply Psychology: Social Psychology

Standard 7 - continued

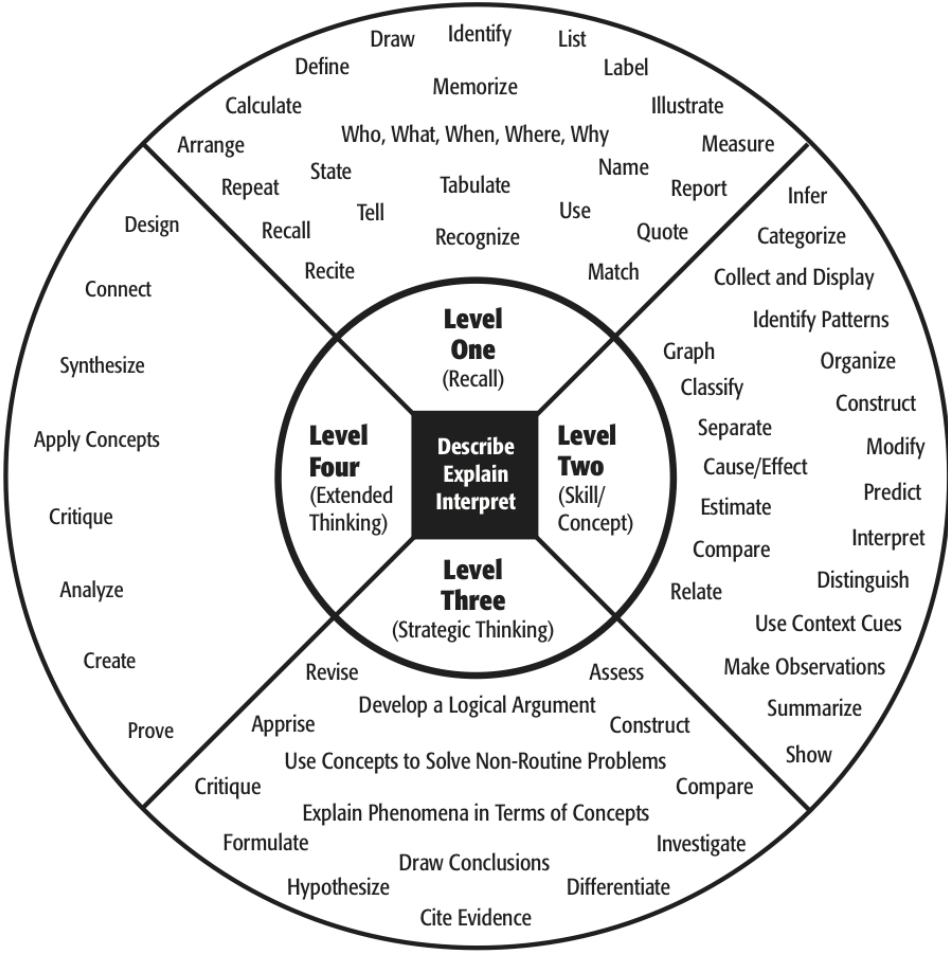
- <http://www.simplypsychology.org/social-roles.html>
Simply Psychology: Social Roles
- <http://www.thinkib.net/psychology/page/696/cultural-dimensions>
InThinking: Cultural Dimensions
- http://psychology.wikia.com/wiki/Category:Social_psychology
Psychology Wiki: Social Psychology
- http://www.huffingtonpost.com/2013/09/14/weird-cultural-differences_n_3875360.html
The Huffington Post: 8 Cultural Differences Between America and other Countries
- <http://www.simplypsychology.org/attribution-theory.html>
Simply Psychology: Attribution Theory
- <http://psychology.about.com/od/socialpsychology/a/attribution.htm>
About.com: Attribution
- http://www.utwente.nl/cw/theorieenoverzicht/Theory%20clusters/Public%20Relations,%20Advertising,%20Marketing%20and%20Consumer%20Behavior/attribution_theory/
University of Twente: Attribution Theory
- <http://www.instructionaldesign.org/theories/attribution-theory.html>
Instructional Design: Attribution Theory
- http://webspace.ship.edu/ambart/Psy_220/attributionol.htm
Attribution Theory
- http://allpsych.com/psychology101/attribution_attraction.html
AllPsych Online: Attribution Theory
- <http://psychology.about.com/od/gindex/g/groupthink.htm>
About.com – Group Think
- <http://oregonstate.edu/instruct/theory/grpthink.html>
Oregon State University - Group Think
- <http://www.psychologytoday.com/basics/groupthink>
Psychology Today: Group Think
- <http://www.crnhq.org/pages.php?plD=10>
Conflict Resolution Network
- <http://www.simplypsychology.org/katz-braly.html>
Simply Psychology: Stereotypes
- <http://abcnews.go.com/2020/story?id=2442521>
ABC News: The Psychology of Stereotypes
- <http://www.sparknotes.com/psychology/psych101/socialpsychology/section2.rhtml>
Spark Notes: Stereotypes and Prejudice
- <http://www.psychologytoday.com/articles/199805/where-bias-begins-the-truth-about-stereotypes>
Psychology Today: Where Bias Begins: The Truth About Stereotypes
- <http://www.msu.edu/course/psy/442/stereotypes.ppt/sld003.htm>
How are stereotypes formed?
- <http://psychcentral.com/blog/archives/2006/09/15/everyone-has-stereotypes/>
PsychCentral: Everyone Has Stereotypes

Standard 8 – Psychological Thinking

- <http://opl.apa.org/Main.aspx>
The Online Psychology Lab allows students to be a part of actual research studies going on in psychology.
- <http://www.apa.org/students/brochure/index.html>
An APA publication, “Psychology: Scientific Problem Solvers—Careers for the 21st Century,” that describes careers in psychology.
- <https://itunes.apple.com/us/itunes-u/how-to-think-like-psychologist/id513506131?mt=10>
iTunes: How to Think Like a Psychologist – Free Videos
- http://www.thepsychologist.org.uk/archive/archive_home.cfm?volumeID=21&editionID=157&ArticleID=1309
The Psychologist – Teach and Learn – Can you learn to think like a psychologist?
- https://www.youtube.com/watch?v=G_2QZ19ZAX4&safe=active
YouTube: Thinking Like a Psychologist
- <http://www.google.com/#q=how+to+think+like+a+psychologist&safe=active&surl=1>
How to Think Like a Psychologist – pdf

APPENDIX B

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

